

COMMITTEE ON LEGISLATIVE RESEARCH
OVERSIGHT DIVISION

FISCAL NOTE

L.R. No.: 1428-01
Bill No.: HB 511
Subject: Education, Elementary and Secondary; Teachers
Type: Original
Date: February 28, 2011

Bill Summary: This proposal established the “Every Child Can Learn Act” which requires all St Louis public schools to use a Response-to-Intervention tiered approach to reading instruction for certain students who are struggling readers.

FISCAL SUMMARY

ESTIMATED NET EFFECT ON GENERAL REVENUE FUND			
FUND AFFECTED	FY 2012	FY 2013	FY 2014
General Revenue	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)
Total Estimated Net Effect on General Revenue Fund	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)

ESTIMATED NET EFFECT ON OTHER STATE FUNDS			
FUND AFFECTED	FY 2012	FY 2013	FY 2014
Total Estimated Net Effect on <u>Other</u> State Funds	\$0	\$0	\$0

Numbers within parentheses: () indicate costs or losses.

This fiscal note contains 8 pages.

ESTIMATED NET EFFECT ON FEDERAL FUNDS			
FUND AFFECTED	FY 2012	FY 2013	FY 2014
Total Estimated Net Effect on <u>All</u> Federal Funds	\$0	\$0	\$0

ESTIMATED NET EFFECT ON FULL TIME EQUIVALENT (FTE)			
FUND AFFECTED	FY 2012	FY 2013	FY 2014
Total Estimated Net Effect on FTE	0	0	0

☐ Estimated Total Net Effect on All funds expected to exceed \$100,000 savings or (cost).

☐ Estimated Net Effect on General Revenue Fund expected to exceed \$100,000 (cost).

ESTIMATED NET EFFECT ON LOCAL FUNDS			
FUND AFFECTED	FY 2012	FY 2013	FY 2014
Local Government	(Unknown - Could Exceed \$1,000,000)	(Unknown - Could Exceed \$1,000,000)	(Unknown - Could Exceed \$1,000,000)

FISCAL ANALYSIS

ASSUMPTION

Officials from the **Department of Social Services - Division of Youth Services** state that since children as young as kindergarten or first grade do not attend Division of Youth Services Schools, so there would be no fiscal impact to the Department of Social Services.

Officials from the **Department of Elementary and Secondary Education (DESE)** assume this proposal will require Systems Change, commonly referred to as ""Response to Intervention" (RTI). DESE will be obligated to provide support and consultation to each building in development and implementation of a three-tiered model. DESE assumes estimated costs would include 10 consultants at a cost of \$95,000 per consultant, to work out of the Regional Professional Development Center or other regionally located center.

DESE assumes the cost to the district and charter schools to implement such systems change will be addressed by the district.

Oversight assumes the proposal states in §167.730.4 that the student's main teacher "shall consult, as appropriate" any district or DESE personnel with the expertise to develop the plan outlined in the proposal. **Oversight** assumes it is unknown how many students would be affected by this proposal or how many consultants would be needed to carry out the provisions of this proposal. For fiscal note purposes only, **Oversight** will assume a cost of (Unknown - Up to \$950,000).

According to officials from **University of Missouri - St Louis**, this proposed legislation would have a negative impact on their sponsored charter schools. All staff would need formal training in Response-To-Intervention and additional staff would be needed to implement the program to ensure it was being managed effectively.

Officials from the **St Louis Public School District (SLPS)** assume the fiscal impact of this proposal on their school district could well be over \$1 million. SLPS provided the following assumptions regarding this proposal.

ASSUMPTION (continued)

§167.730.2

Systematic tier II/III reading programs are in place at the middle and high school levels. SLPS would need to consider the cost of a systematic tier II/III reading program for elementary grades. The cost would depend on the program(s) chosen which would range from several hundred thousand dollars to several million dollars. SLPS has bench marking in place three times a year at this time in the areas of literacy. K-8 is tied to Acuity and would clearly meet this legislative intent. Grades 9-10 use assessments tied to end of course (EOC) areas such as communication arts which include literacy. Having a more specific 9-10 assessment would require additional funding if the present assessment would not be sufficient.

§167.730.3

SLPS has initiated an Individualized Academic Plan (IAP) for all students K-5 this year and all K-8 students for next year that should meet this requirement. SLPS does use the Individual Education Plan (IEP) in lieu of the IAP for student that qualify for special education thus, no additional cost.

§167.730.4

SLPS did build in the concept of parent involvement in the IAP process. SLPS also builds in the ability of the teacher to go to other staff or teams of staff to problem-solve as needed, however, it is not required unless they see the need to do so. This area of legislation did indicate "shall consult, as appropriate." This requirement for all students reading below grade level could change/increase the problem-solving component of workload for some professionals and could potentially require additional expert staff. (One-third professional allotments per elementary building would require 15 FTE. {70,000 salary/benefits X 15 = \$1,050,000}) Requiring written consent of a plan would increase resource costs. Staff time would increase in seeking consent from parents that do not choose to participate in the IAP process and the cost of mailing.

§167.730.5

Referring all students not reading on grade level for a Special Education Evaluation would significantly increase costs. This initiative would require approximately 9 professional allotments. {9 X 70,000 salary/benefits= \$630,000}) This would include 6 school psychologists, 2 Speech Language Pathologists, and 3 educational examiners.

ASSUMPTION (continued)

§167.730.6 (1)

SLPS estimated approximately \$130,000 for 60 hours of instruction with a teacher and 15 students using extra duty pay and estimating 60% of the 3rd grade students will need intervention.

§167.730.6 (2)

SLPS does some looping now. The logistics can work much of the time, however, there will be times when the logistics do not work and there could be cases where an additional teacher would be required in a building.

§167.730.6 (3)

SLPS assumes the need for additional staff time for meetings specific to the possible retention. If these were after school meetings there could be extra duty pay involved.

§167.730.7

Some additional staff time would be needed to create the electronic data program and then additional staff time to insert new data fields.

Oversight assumes there may be federal funding sources to offset some of the cost of RTI, but is unable to determine an amount that might be available.

<u>FISCAL IMPACT - State Government</u>	FY 2012 (10 Mo.)	FY 2013	FY 2014
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GENERAL REVENUE

<u>Cost</u> - Department of Elementary and Secondary Education - Consultant costs	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)	(Unknown - Up to \$950,000)
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**ESTIMATED NET EFFECT ON
GENERAL REVENUE**

<u>(Unknown - Up to \$950,000)</u>	<u>(Unknown - Up to \$950,000)</u>	<u>(Unknown - Up to \$950,000)</u>
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<u>FISCAL IMPACT - Local Government</u>	FY 2012 (10 Mo.)	FY 2013	FY 2014
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LOCAL POLITICAL SUBDIVISIONS

<u>Cost</u> - St Louis City Public School District and Charter Schools	(Unknown - Could Exceed \$1,000,000)	(Unknown - Could Exceed \$1,000,000)	(Unknown - Could Exceed \$1,000,000)
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**ESTIMATED NET EFFECT ON
LOCAL POLITICAL SUBDIVISIONS**

<u>(Unknown - Could Exceed \$1,000,000)</u>	<u>(Unknown - Could Exceed \$1,000,000)</u>	<u>(Unknown - Could Exceed \$1,000,000)</u>
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FISCAL IMPACT - Small Business

No direct fiscal impact to small businesses would be expected as a result of this proposal.

FISCAL DESCRIPTION

This proposal establishes the Every Child Can Learn Act which requires, beginning July 1, 2012, all St. Louis City public schools, including charter schools, to use a Response-to-Intervention tiered approach to reading instruction for students whom the school determines to need additional or changed instruction to progress. At a minimum, the reading levels of students in kindergarten through tenth grade must be assessed at the beginning and middle of the academic

FISCAL DESCRIPTION (continued)

year, and those scoring below district benchmarks must be provided with intensive, systematic reading instruction.

Every St. Louis public school must annually, beginning January 1, 2012, prepare a personalized learning plan for any kindergarten or first grade student whose most recent school-wide assessment result shows that the student is reading at less than grade level with certain exceptions specified in the bill. The student's main teacher must consult with the student's parent or guardian about the plan and must have his or her written consent to implement it. If a student is still performing at less than grade level at the end of the first grade year, the school must refer the student for assessment to determine if an individualized education program is necessary. If it is determined that an individualized education program is not needed, the personalized learning plan for the student must continue until the student is reading at grade level.

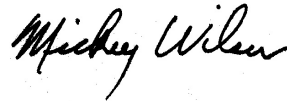
If the student is reading below grade level at the end of second grade, he or she may progress to third grade only if additional summer instruction demonstrates readiness, the school provides a combined second/third grade classroom in which the student continues with the same teacher, or the student's parents sign a notice that they prefer to have their child promoted although he or she is reading below grade level. The school district, however, will have the final determination on the issue of retention.

A school district must provide in its annual report card information on the numbers and percentages by grade from first grade to tenth grade of promotions of students who have been determined as reading below grade level but prohibits the identification of an individual student in the reporting.

This legislation is not federally mandated, would not duplicate any other program and would not require additional capital improvements or rental space.

SOURCES OF INFORMATION

Department of Elementary and Secondary Education
Department of Social Services
St Louis Public School District
Charter School Sponsors
University of Missouri - St Louis

A handwritten signature in black ink that reads "Mickey Wilson". The signature is written in a cursive, flowing style.

Mickey Wilson, CPA
Director
February 28, 2011